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ABSTRACT

This volume, the fifth in a series of seven, contains the two learning modules which focus on the fourth Child Development Associate (CDA) competency, promoting positive functioning of children and adults in a group environment, in the Texas A & I Bilingual Bicultural Child Development Associate Training Program performance based curriculum. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in the volume is divided into the functional areas of social and group management, and the curriculum consists of a learning module for each. A module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

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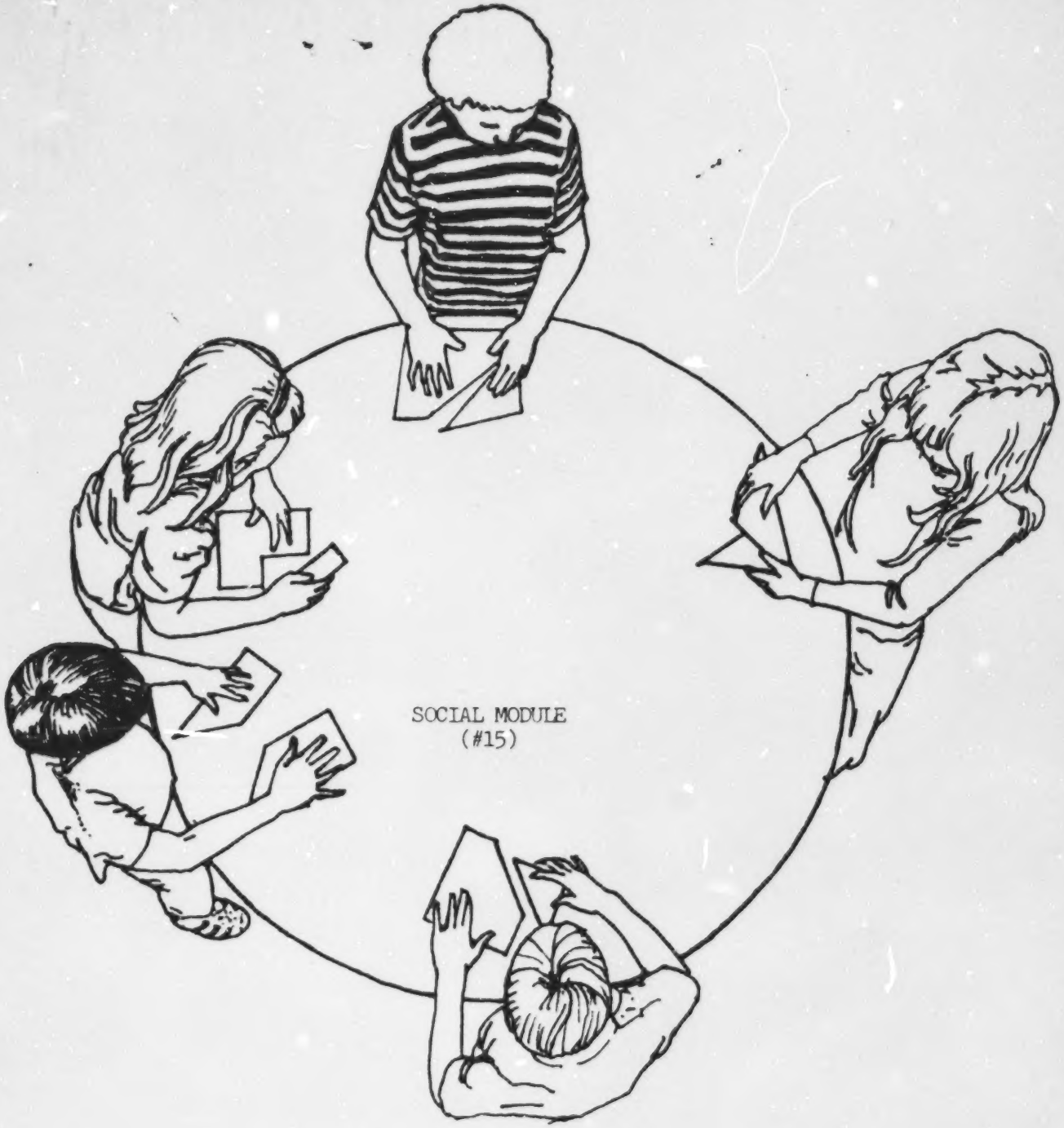
TEXAS A&I UNIVERSITY
CHILD DEVELOPMENT ASSOCIATE
TRAINING MATERIALS

BOOK
D

COMPETENCY D: PROMOTING POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP ENVIRONMENT

PS010442



SOCIAL MODULE
(#15)

TEXAS A&I UNIVERSITY

KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(Social)

Definition: Candidate helps the children to learn to get along with others and encourages feelings of mutual respect among the children in the group.

This functional area and module focuses on expanding the child's social skills learned in the home environment. Additional social skills are developed that are necessary for children to function as productive members of a classroom. Children should be encouraged to work and play cooperatively. Individual and group rights that are taught in the home environment should be respected by children and adults in the groups.

1. The Candidate will demonstrate knowledge as to what social behavior is encouraged in the child's home.
2. The Candidate will demonstrate a culturally responsive environment in which children can work cooperatively and comfortable in a group.
3. The Candidate will demonstrate that she or he has established classroom rules that help children respect the property and rights of others.
4. The Candidate will demonstrate that he or she models and encourages proper behavior.

SOCIAL
PRE-ASSESSMENT

Check the appropriate answer in the right.

	Never	Sometimes	Usually	Always
1. Pupils work independently (with little direction) in intra-class groups for prolonged periods of time.				
2. Pupils help each other with their work.				
3. Pupils feel free to move around the room or to change groups as the need arises.				
4. Assignments are differentiated so as to challenge the different abilities of the pupils.				
5. The pupils demonstrate an interest and understanding of the assigned task.				
6. Pupils are held responsible for their actions and are allowed to find and correct their own work.				
7. The pupils demonstrate security in their relationships with each other and their teacher.				
8. The pupils demonstrate a positive self-concept (exhibit happiness, energy, etc.)				
9. The pupils demonstrate interest in school and school-related activities.				
10. The students obey classroom rules.				
11. The pupils respect each other's work.				
12. The pupils respect the materials by using them properly.				
13. The teacher encourages mutual respect among the children in the group.				
14. The teacher is familiar with the social skills the children learn in their home environment.				

	Never	Sometimes	Usually	Always
15. The teacher shows respect of the individual and group rights of the children.				
16. The teacher also obeys classroom rules.				
17. The teacher models proper behavior.				

MODULE

LEARNING ACTIVITIES

Competency: Organize and sustain the positive functioning of children and adults in a group in a learning environment.

Functional Area: Social

Module: Social (Module #15)

Skill: Identification

Activity # 1

Trainee will read the Social Module of the CDA Bilingual/Bicultural Training Curriculum.

Activity # 2

The trainee will view the film corresponding to the Social Module.

CYCLE I

Diagnostic

Activity # 1

Observe the children and teachers interacting for a one-hour period and list types of positive reinforcement and types of negative reinforcement. The following are examples of types of reinforcement:

Reinforcement	Positive	Negative	Comments
Smile for job well done.	X		
Nod of approval.	X		
Harsh look to settle down.		X	
Physical force to gain child's attention.		X	
I'm happy you are working with that puzzle.	X		
That sure is a nice painting.	X		
Didn't I already tell you it was time to clean up.		X	

Ask yourself these questions while analyzing the observation:

1) Do you find your problems reflected in the school environment?

2) Was the one-hour period spent mostly on negative responses?

3) Is your attention focused mainly on "problem children"?

Prescriptive

Activity # 2

After the observation, write recommendations(s) to solve the problem(s). Meet with the teachers to provide input on the recommendations.

Implementation

Activity # 3

With the help of the teachers, have them implement the solution(s) to the identified problem(s).

Assessment

Activity # 4

Make another observation of children and teachers interacting for a one-hour period. Compare this with your first observation. Have the problems been corrected? If not, go back to prescriptive activity (#1) through assessment activity (#1).

CYCLE II

Diagnostic

Activity # 1

For a period of one day, observe the children in your classroom and list the ways in which they release their negative feelings. Some examples of that are: 1) Physical force, loud voices, withdrawing, biting, and throwing things.

Prescriptive

Activity # 2

After reviewing the list with your aid/teacher, determine three ways (activities) in which children can release their negative feelings with hurting themselves or other children or staff.

Implementation

Activity # 3

In a period of one week, implement the three activities into your daily schedule and explain to the children the reasons for these activities.

Assessment

Activity # 4

After a week, observe the children again for a one-day period. Are the children using those activities to release negative feelings? If not, go back to Prescriptive (#2) and think of other activities that can be done, and follow through Assessment (#2).

CYCLE III

Diagnostic

Activity # 1

List five (5) activities that will help a new child establish a basic sense of trust upon entering the new classroom. Examples: 1) allow parent to stay with child first day, 2) new classroom walk.

Prescriptive

Activity # 2

After listing the activities, gather the materials and information needed to accomplish the tasks.

Implementation

Activity # 3

Implement at least three of the activities with a new child. You may have to borrow a child from another classroom or have one changed or promoted to your classroom.

Assessment

Activity # 4

Answer the following questions:

1) How long did the parent have to stay with the child?
2) How many days?
3) When did the child start interacting with other children? the staff?
4) How long did the child take to learn the daily routine?
5) What other things did you have to do to gain the child's trust?

MODULE NARRATIVE
OUTLINE
(SOCIAL)

I. Introduction

II. Developing Social Attitudes

A. Grouping

B. Cultural Consideration

III. Development of Attitudes and Values

A. Teacher Attitudes and Values

B. Children Attitudes and Values

INTRODUCTION

Developing a classroom that functions to its upmost efficiency requires much cooperation from everyone and planning on the part of the teacher. All aspects of the classroom contribute to its harmony. Foremost, in an environment conducive to learning is social interaction -children with adults and children with other children. The school not only serves as a source of intellectual development, but also of social development. The school should provide opportunities for the child to better understand himself and his relationship to other children and adults.

Many children, because of insufficient contact with others have never learned proper communication skills. Communication skills include verbal and physical modes of expression, the ways of expressing frustration, anger, love through speech and body language. These children because of past experiences, can relate only in modes that are considered asocial. Asocial behaviors can take the form of agressiveness, shyness, withdrawal and other destructive behaviors.

Frequently, children of different cultural backgrounds differ in their styles of social behaviors. Many cultures promote attitudes different from that of the dominant culture. These attitudes may differ in respect to adults, tasks and other areas. To the untrained teacher, these culturally-related behaviors may be misinterpreted by the teacher. The teacher has to be aware of attitudinal differences that will effect the teaching style she uses. This awareness should arise out of the teacher's concern for avoiding cultural conflict and confusion in the child.

DEVELOPING SOCIAL ATTITUDES

As previously stated, the school plays an important role in the socialization of the child. It is the role of the adults in the classroom to be understanding of

the children's individual differences, and to be able to guide the children toward a fuller understanding of themselves and others. The teacher's goal in the child's social development would include developing acceptable forms of relating to others, developing a social conscience, values and adaptability in various social situations.

The teacher, by the type of interaction that she plans for the children, is instrumental in furthering the socialization process.

Grouping

Grouping is used not only for instructional purposes, but also to promote social interaction. Teachers many times get too involved in grouping for ability, language dominance or other distinguishing academic criteria. They forget that, at the pre-school level, grouping serves mostly as a socialization medium.

Mexican American children have been found to work more effectively under a group structure, due to the cultural characteristics of close family and community ties. Cooperative effort is promoted more often than individual effort. The teacher must take this tendency into consideration when planning her daily activities. Both types of activities should be provided in order for the child to have the opportunity to learn how to work in both types of situations. The ultimate objective should be for the Mexican American child to be able to work both independently and cooperatively. The proper integration of cooperative and independent activities would promote skill at both types of working situations.

Children at the pre-school level need to learn social concepts. The teacher, in planning group interaction, begins to provide the opportunities for these concepts to develop. They must learn such concepts as: rights of the individual versus rights of the group, getting along with others, sharing, ownership and many others.

Cultural Considerations

Cultural background may also effect the attitudes of children towards social concepts being introduced. In the traditional Mexican American home, the individual works for the group, the group is primary and the individual secondary. The teacher might tend to misinterpret a child working with another child on a project which she indicated was to be done individually. To the child, this might be a very natural means by which accomplishing the given task. The child should be encouraged to work individually, but it should be done by introducing the child to individual activities gradually.

Cooperative effort in many Mexican American families has developed because of poverty in which many Mexican Americans exist. It is not to be understood that working cooperatively is a negative type of working situation, but it is best for the individual to learn to work in both the individual and cooperative situation.

The type of activities that are planned for each group also effect the amount of interaction that occurs. If the teacher in grouping the children, takes into consideration all the previously mentioned (points), but neglects presenting activities which actually promote group effort, then the objective is lost. Many times children are grouped, but given activities in which the children work independently. In cooperative effort activities, each child plays a part in contributing to the finished product. This requires the child to share his opinions and respond to those of others. It also provides an opportunity for resolving disputes or disagreements. The teacher must always monitor these group activities, leading the children towards working cooperatively. An example of this type of activity could be having the children make a collage. Collages are effective as cooperative group activities,

because sufficient materials can usually be obtained to accomodate all the children. This activity can also take any direction the children feel like exploring. Group mural projects utilizing paints, crayolas and other art mediums can also be used for group activities.

Emphasis has been given to grouping because of the social significance of this medium. Opportunities should also be provided for the child to develop the ability to follow through on individual tasks. Such tasks require self-motivation and perserverance. These tasks must also be carefully planned so the child can complete them without undue frustration or anxiety. At the same time, the tasks must be sufficiently challenging so as to stimulate the child's abilities.

DEVELOPMENT OF ATTITUDES AND VALUES

Teahcers tend to forget that the classroom serves not only for intellectual development of a child, but also as a developer of social concience. The teacher promotes attitudes and values which the child needs to know in order to function in the larger society. The teacher, in promoting these values, should take into consideration the cultural attitudes and values of the home. Although many similarities would exist, the teacher should be aware of the differences and respect them as part of the child's culture.

Teacher Attitudes and Values

How do teachers develop attitudes and values? Attitudes are developed by the teacher's own behaviors and the manner in which she conducts the classroom. In other words, the teacher's own thoughts are reflected through her daily interaction with the children. It's important for the teacher to analyze her behavior and determine what type of behavior she wishes to exhibit. The proper attitudes and values must also be defined by the teacher and all the adults in the classroom.

Consistency on the part of the adults is also important. For example, if the blocks are supposed to be used only in the block area, then this should be true for all children all of the time. If the teacher sometimes permits blocks to be used in other areas and sometimes forbids their use in those same areas, without logical explanations, the children would never be sure where they should play with the blocks. Children need to know exactly what is expected of them in order to conform to those expectations. If the teacher applies the same inconsistency to the rest of her classroom management, utter confusion will result.

One of the most difficult concepts to teach with consistency is the concept of individual and communal rights. To a young child, use is ownership. It is difficult for the child to realize that ownership ends when he leaves that certain toy to pursue another activity. An example of this would be a child leaving a toy truck to work in the art center. When he observes another child using the truck, he immediately professes ownership of the object. Confusion occurs because the teacher defends the child's right of ownership when he is using the toy, but refuses to defend him when he is not using the toy. The child, at this age, being egocentric, views himself as the center and owner of all objects. He cannot yet understand the teacher's more universal view. Through repeated experiences, the child should learn to differentiate betwen his rights and the rights of others.

The adults in the classroom should also be aware of the effect of their interaction on the children. The adults are the models, and because of this, they must also abide by whatever rules or standards have been established for the children. This includes parent volunteers and resource persons. Adults have a tendency to use double standards, one for their actions and another for those of children. If teachers wish to illicit respect responses from the children, then the teacher must

respect the child. If "please" and "thank-you" are considered appropriate responses for the child, then the teacher must utilize these responses when interacting with the children and adults.

Trust is another attitude that must be cultivated by the teacher. Some teachers refuse to give children the chance to be trusted. These same teachers expect the children to trust their judgements and decisions. Children sense the lack of trust and react in differing ways depending on the child. The ideal would be for teacher to provide opportunities for the children to display their trustworthiness.

A favorite statement of many teachers is that children are irresponsible. The fact is that children like other people learn responsibility. Responsibility is learned by an example and by actions. The teacher must provide both the example and the activities needed to develop responsibility.

Children Attitudes and Values

Developing attitudes and values in a child is a very difficult task. The teacher must not only be aware of her attitudes, but also the attitudes reflected by the child's home environment. The cultural and economic differences between the child and the teacher may give rise to differing value orientations. An example of this is the conflict that may arise from the value a middle-class teacher places on individual effort, as opposed to the value placed on group effort by the child's native culture.

The child, as a result of these opposing views, could be trapped in a struggle to comply with teacher demand and trying to satisfy the expectations of his family. From those two views, a union should be made by the teacher to lessen the child's moral conflict. The child should be taught concepts that will aid him the functioning of the larger society. He should also be taught to understand the concepts in his

own culture. The similarities of attitudes and values of both cultures should be examined and emphasized. Where the two cultures differ, the child must learn to understand those differences and to accept them as part of being bicultural.

Experiences should be the child's main source of developing positive attitudes and values. These experiences should be provided to reinforce the goals of the teacher. If responsibility is one of the main objectives, then opportunities should be provided to develop these attitudes. This is true for all aspects of social development. The child needs experiences both positive and negative to be able to logically determine the more constructive method of operation.

Children should be fully aware of the rules in the classroom and they should be made responsible for whatever rules are made. If at all possible, the children should be included in the decision-making policies of the classroom. This serves to promote adherence to the policy and to develop an understanding for democratic choice. The teacher should be careful in letting children make choices. If she prefers not to, then she should make important decisions herself.

In conclusion, one can say that the development of social attitudes is mainly the responsibility of the teacher. The teacher, in developing these attitudes, should consider the child's home and values of the home. The teacher's effectiveness in planning her classroom atmosphere will determine how effective the child's socialization process develops.

FILMSTRIP NARRATIVE

1.	Focus Frame	SOCIAL
2.	Texas A&I Frame	MODULE #15 — Texas A&I University, Child Development Associate Training materials presents
3.	Title Frame	Social Module #15
4.	Children playing	This module focuses on expanding the child's social skills learned in the home environment. Social skills necessary for classroom interaction must be introduced and developed along with intellectual skills.
5.	Teacher/students	The most important elements in a classroom are the persons that work and play there. In order to accomplish maximum efficiency in the classroom all of the individuals in it must be able to work and play in harmony.
6.	Teacher/aide	This type of cooperation requires time and planning by the teacher and her aide.
7.	Child	The socialization process will include such goals for the student as: developing acceptable forms of relating to others, developing a social conscience, values, and adaptibility in various social situations.
8.	Teacher	To accomplish these goals, the teacher must be aware of various factors that have a direct relationship to the socialization of the child. A good example of this is classroom rules and regulations.
9.	Students and teachers in large group	Rules and regulations should be few and simple. Discussing the need for these rules and allowing pupils to discuss them encourages respect for their use.
10.	Group	Because children forget easily, the rules and regulations of the classroom shoulc be discussed and dramatized frequently especially at the beginning of the year.
11.	Children/Housekeeping Center	Appropriate grouping also facilitates social interaction. Children should be encouraged to work in both large group, small group and individual capacities.
12.	Children in small group	Some children prefer to work in small groups rather than by themselves. They should be slowly and gently encouraged to work both independently and cooperatively.

13.	Child	Some children prefer to work by themselves. They should also be encouraged to work and play with others.
14.	Two children	Rotating children so they all get to know and respect one another speeds the socialization process in the classroom.
15.	Small group	Group activities where several children work together and contribute to a common product encourages cooperation and emphasizes group effort.
16.	Teacher/children	Activities such as murals, collages, dramatizations, relay teams, plays, and choral reading require this type of cooperation.
17.	Three children	Because children are ego centric that is they see themselves as the center of things, disputes over ownership, sharing, and other similiar conflicts will be a common occurence.
18.	Teacher and children	These can be handled in two ways. First of all, the teacher can present situations that illustrate these conflicts and the students can solve the problem as a group. This can be accomplished through storytelling, role playing, puppetry, etc...
19.	Teacher reading to group	This teacher is reading the children a story involving the concept of sharing. He will then initiate a discussion so that the children will become aware of the positive aspects of sharing.
20.	Teacher/child	Secondly, the teacher should take time out to handle all disputes individually so that each child's point of view can be expressed.
21.	Child	Realizing the child's social problems is necessary before a remedy can be found. This may take time at the beginning of the year but will result in a more harmonious atmosphere as the year progresses.
22.	Teacher/children	Rewarding the child for his positive social actions will encourage him to use them regularly.
23.	Child	Waiting to comment until the action is negative only results in more negative attitudes and behavior.
24.	Home shot	Aside from dealing individually with each dispute the teacher must make other efforts to know the individual student and his attitudes. It is a necessity that the home situation be visited.

25. Parents	Chatting with the parents oftentimes tells what kind of social behavior has been taught in the home.
26. Teacher/student	Observing individual students as they go about their day to day tasks is another excellent way to become familiar with their social behavior. Jotting down notes on the students for later comparison may be necessary for a more accurate study.
27. Teacher/student	All children should be observed periodically to be sure of their positive adjustment to school life. An attitude that is formed at this early stage of development can easily transfer to later school experience.
28. Child	A very damaging and common injustice by teachers is focusing all their attention on "problem children". The shy withdrawn or average child who never causes any trouble may be in need of attention, and encouragement.also.
29. Child painting	Another factor that has a direct bearing on good socialization is the way activities and children are assigned. Tasks should be carefully planned so that they are challenging but do not cause frustration or anxiety. Things should not be too easy or too hard.
30. Child	Children who feel proud and successful about their daily accomplishments are more social individuals.
31. Chicano home	As mentioned earlier, positive values and attiudes should be promoted by the classroom teacher. The teacher must always take into consideration the cultural attitudes and values of the home.
32. Child	For the young child the school should try to continue the comfortable and secure environment of the home.
33. Child smiling	Other values and attitudes can be successfully promoted while maintaining respect for the child's home culture.
34. Child	This child is use to getting everything he wants by using force. In his home this attitude has been allowed and even encouraged.
35. Teacher/student	A teacher should explain that at school another attitude must be used so that all can work together. He has mentioned not said that the value allowed in the home is "wrong" but has instead reinforced the other method, that of asking for something.

36.	Class	Developing appropriate attitudes and values for the classroom can be accomplished in various ways. As previously noted storytelling, role playing, puppetry, filmstrips, and films are excellent methods that can be used.
37.	Teacher /small group	This small group will role play an appropriate way to ask for something.
38.	Teacher with puppets	These puppets are having a dispute over the ball. They both wish to play but there is only one ball and two puppets. The teacher has posed the problem for the children to discuss and try to solve. With her guidance, a discussion will follow and suggestions will be considered on how best to deal with the situation.
39.	Teacher	A very basic and important factor to consider is the teacher herself. Any attitudes and values that are to be impressed and expected by the children must be practiced consistently by her.
40.	Adults	Appropriate behaviors should also be analyzed and discussed with any other adults who come in contact with the children.
41.	Teacher/child	To elicit appropriate social behavior. In other words, to get children to act the way you want them too they must always know what is expected of them.
42.	Teacher/child	This may call for closer supervision even when its been a long rough day but in the long run will allow both teacher and children more freedom.
43.	Child	Permitting trucks and cars to be used in an area one day and then not allowing them the next day confuses children as to what is allowed and what isn't.
44.	Small group	Attitudes and values that you are trying to teach should be used regularly. If you are trying to teach responsibility and trust you should allow the children a chance to use it.
45.	Children	This group of children has been given the responsibility to see that their area is cleaned up before dismissal.
46.	Teacher/children	If these are taught regularly and used daily the atmosphere will allow more freedom for both children and teacher.

47. Child

Pupils will be able to work independently both in individual and small groups. They will feel free to move around the room and to change groups as the need arises.

48. Children

They will also be able to work on what interests them and be able and willing to help each other attain their respective goals.

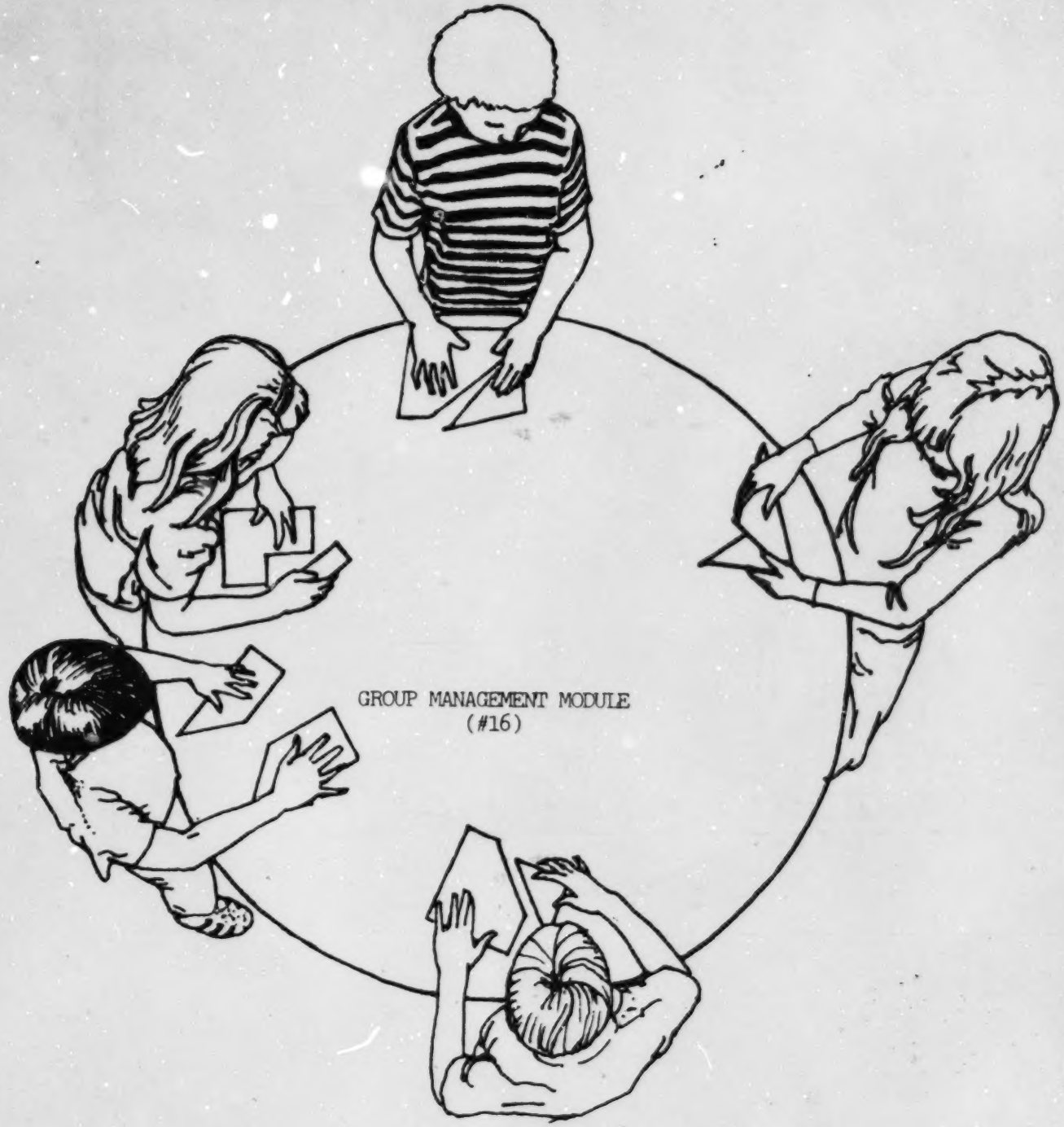
49. The End

50. Credits

SOCIAL
POST-ASSESSMENT

Check the appropriate answer in the right.

	Never	Sometimes	Usually	Always
1. Pupils work independently (with little direction) in intra-class groups for prolonged periods of time.				
2. Pupils help each other with their work.				
3. Pupils feel free to move around the room or to change groups as the need arises.				
4. Assignments are differentiated so as to challenge the different abilities of the pupils.				
5. The pupils demonstrate an interest and understanding of the assigned task.				
6. Pupils are held responsible for their actions and are allowed to find and correct their own work.				
7. The pupils demonstrate security in their relationships with each other and their teacher.				
8. The pupils demonstrate a positive self-concept (exhibit happiness, energy, etc.).				
9. The pupils demonstrate interest in school and school-related activities.				
10. The students obey classroom rules.				
11. The pupils respect each other's work.				
12. The pupils respect the materials by using them properly.				
13. The teacher encourages mutual respect among the children in the group.				
14. The teacher is familiar with the social skills the children learn in their home environment.				
15. The teacher shows respect of the individual and group rights of the children.				
16. The teacher also obeys classroom rules.				
17. The teacher models proper behavior.				



GROUP MANAGEMENT MODULE
(#16)

TEXAS A&I UNIVERSITY

KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES

GROUP MANAGEMENT

Definition: Candidate provides the group with a positive routine and with simple rules that are stated, understood and accepted in the first and second language by children and adults.

This functional area and module focuses on organizing and implementing a positive and comfortable routine within the room by establishing realistic limits, by the effective use of time, by providing for active and quiet activities, and by planning orderly transitions from one activity to another.

1. The Candidate will demonstrate knowledge of widely accepted preschool procedures.
2. The Candidate will demonstrate the ability to assess his or her children/s needs and his or her needs as far as classroom procedures are concerned.
3. The Candidate will demonstrate that she allows for active and quiet periods.
4. The Candidate will demonstrate that he or she allows for both independent and cooperative working periods depending on needs of children.
5. The Candidate will demonstrate that he or she takes responsibility for planning with other adults and for implementing and evaluating activities of the group.
6. The Candidate will demonstrate that he or she uses classroom management techniques that take into consideration the child's cultural attitudes toward time, space, and property.
7. The Candidate will demonstrate that he or she uses classroom management techniques that take into consideration the child's value system (i.e., values regarding competition, etc.).

GROUP MANAGEMENT
PRE-ASSESSMENT

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. The teacher assesses the children's language abilities.				
2. The teacher assesses the children's abilities in various skills.				
3. The teacher assesses the children's preferred learning styles.				
4. The teacher assesses the success of the activities.				
5. The teacher and teacher assistant's responsibilities appear to be clearly defined for the instructional program.				
6. A positive rapport is exhibited between teacher and teacher assistant.				
7. The teacher assistant is actively engaged in working with the pupils in an instructional capacity (small group or individual basis).				
8. Tutorial arrangements involving parents, pupils and other volunteers appear to be planned and coordinated by the teacher to assist the pupils on a small group or individual basis.				
9. The teacher and assistant teacher plan on a daily basis.				
10. Children are grouped according to ability, language randomly and by learning style.				
11. Children are grouped in small groups most of the time.				
12. Children are moved in and out of various groups.				
13. Routine classroom duties are shared by children in a systematic manner.				

	Never	Sometimes	Usually	Always
14. There is evidence of a structured, yet flexible schedule in use.				
15. Lesson plans are visible and are followed by the teacher.				
16. There is evidence of total class participation during large group activities.				
17. There is evidence of intra-class groups which vary in size and number and reflect pupil needs.				
18. Children are allowed to lead the class in groups within the class.				
19. The arrangement of furniture promotes flexible grouping.				
20. Learning centers are set up and utilized by the pupils.				

MODULE

LEARNING ACTIVITIES

Competency: Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment.

Functional Areas: Social, Group

Module: Group Management (Module #16)

Skill: Identification

Activity # 1

Trainee will read Module 4 of the CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

Trainee will view film entitled, "Module 4 - Group Management".

CYCLE I

Diagnostic

Activity # 1

Make a 30-minute observation of all areas during instructional time. Record the number of times a certain behavior is exhibited and indicate the correct learning area. Use the informal assessment sheet labeled "Instructional Assessment, Sheet I". This observation can be done by the teacher aide or teacher. Both teachers may wish to administer the assessment in order to get a more objective view of the classroom. It is important for the person observing to read the form before making the observation.

Prescriptive

Activity # 2

Using the observation form, "Instructional Assessment, Sheet I", decide which behaviors seem to happen frequently. Check in which learning area they most often occur. Devise an alternative approach to rectify the problem. Ask yourself:

Is it a problem resulting from the children not remembering to follow classroom rules?

It is a problem arising from the difficulty of the materials in that area?

Do the children have too much or too little time in that area?

If a problem with the rules not being followed arises, set aside a few days to retrain the children as to transitions, replacement of materials, etc.

If the materials are too difficult for the children, replace these materials with others on the children's ability level.

Write two approaches that could be implemented for a specific behavior problem in each learning area.

Implementation

Activity # 3

Focus on one problem behavior in one learning area. Implement the alternative plan or plans as needed. This procedure could follow for all problem areas previously identified.

Assessment

Activity # 4

Have yourself or your aide again observe during the instructional period. Use the Instructional Assessment, Sheet I for observation. Compare this observation with the one previously made.

CYCLE II

Diagnostic

Activity # 1

Have a trainer or head teacher come into your classroom to make a morning observation. The observer will use the observation form (Teacher Assessment Form I). The observer should become familiar with the form before making the observation. The observer will mark with a line the number of times he sees the teacher exhibit a certain behavior. During the children's nap time, look over the observation and discuss it with your trainer.

Prescriptive

Activity # 2

After discussing the observation form with your trainer:

a) List the behaviors exhibited most often.
b) List the behaviors exhibited the least.
c) Mark a "p" for positive behavior demonstrated. Mark an "n" for negative behavior demonstrated beside each item listed.
d) List the behaviors that you would like to see more often or that you would like to have removed.

Write a plan for remedying the deficiency. Example: Problem - Teacher did not touch children frequently.

Activity: Teacher will make sure to touch each child when sending him to an area.

Activity: Teacher will hug each child good-bye in the afternoons.

Implementation

Activity # 3

Take the activities or plan for remedying one problem and follow through for two days. At the end of two days, add another problem area. The implementation of the activities should occur at two-day intervals to aid you in adjusting to the new behavior.

Assessment

Activity # 4

Have the trainer make another observation with the Teacher Assessment, Form I. Discuss and compare previous observations with present assessment.

CYCLE III

Diagnostic

Activity # 1

Make a 20-minute observation of the children during independent play. Record all things that the children do within the block of housekeeping area. This record should include such things as:

a) How the children work alone or in a group.
b) How they use equipment.
c) Whether they play cooperatively or aggressively.

Prescriptive

Activity # 2

Use the Independent Play Assessment Sheet I to mark the number of times that the record made previously corresponded with the items on the Assessment Sheet. Write down the behaviors that the children lacked or the negative behaviors exhibited repeatedly.

Example: Problem - Children do not share with peers and need to develop activities to promote this behavior.

Activity: Two or three children could be given a large silhouette. Using popped-colored popcorn, they would fill in the outline. This type of activity would force the children not only to work as a group, but to learn to share.

Write down at least three things that could be done to promote the behavior desired. These activities can overlap such as the one above and be considered two separate activities.

Implementation

Activity # 3

Introduce the activities planned to aid the children in exhibiting the desired behavior.

Assessment

Activity # 4

At the end of the series of lessons, again administer the Independent Play Assessment I. Compare this observation with the one previously administered.

Observer will mark with a line the number of times this behavior is observed.

TEACHER ASSESSMENT FORM I

	Frequently	Sometimes	Not Often Enough
Teacher touches children in a positive manner			
Teacher verbally praises children individually			
Teacher verbally praises child publicly			
Teacher states instructions in a positive fashion			
Teacher critizes the child privately			
Teacher criticizes the child publicly			
Teacher critizes the childs behavior but not the child himself			
Teacher follows classroom rules			
Teacher shows respect for the childs rights			
Teacher is prepared for the day.			
Teacher raises voice			
Teacher compares children's abilities			
Teacher forces competition among children			
Teacher's attention directed toward negative behaviors			

of times this behavior is observed

Group too large for	Housekeeping	Library	Block area	Manipulative	Science	Art Area	Sand or Water	Music Area	Teacher Area 1	Teacher Area 2	Other	Other
Children frequently leave area												
Children unoccupied												
Children fustrated by material												
Children need teacher direction												
Space too small for activity												
Children disrupting teacher												
Activity too lengthy												
Children do not replace materials												
insufficient independent activity time												
Children breaking rules of that area												
Schedule has quiet and active periods												
Children have a break between lessons												
Children seem familiar with class routine												

Observer will mark with a line the number of times this behavior is observed.

INDEPENDENT PLAY ASSESSMENT SHEET I

Children work cooperatively on Individual task	
Children work cooperatively on group task	
Children show respect for the rights of the group	
Children demonstrate respect for the individual	
Children settle minor disagreements without adult intervention	
Children needed adult intervention to settle disagreements	
Children show responsibility in utilization of classroom materials	
Children demonstrate aggresive behaviors	
Children demonstrate sharing among their peers	
Children demonstrate refusal to share with peers	
Children demonstrate an understanding of the emotional state of thers	
Children do not demonstrate an understanding of the emotional state of others.	

MODULE NARRATIVE
OUTLINE
(GROUP MANAGEMENT)

I. Introduction

II. Classroom Organization

A. Past Experiences

B. Teacher Goals

III. Classroom Organization

A. Classroom Arrangement

B. Adults in Classroom

IV. Establishing a Routine

A. Schedules

B. Transitions

V. Behavior Modification

A. Postive Reinforcement

B. Negative Reinforcement

VI. Summary

INTRODUCTION

Developing a classroom that functions to its upmost efficiency requires much cooperation from everyone and planning on the part of the teacher. All aspects of the classroom contribute to its harmony. Foremost, in an environment conducive to learning is social interaction - children with adults and children with other children. The school not only serves as a source of intellectural development, but also of social development. The school should provide opportunities for the child to better understand himself and his relationship to other children and adults.

Past Experiences

Many children, because of insufficient contact with others, have never learned proper communication skills. Communication skills include verbal and physical modes of expression, the ways of expressing frustration, anger, love through speech and body language. These children because of past experiences, can relate only in modes that are considreed asocial. Asocial behaviors can take the form of agressiveness, shyness, withdrawal and other destructive behaviors.

Frequently, children of different cultural backgrounds differ in their styles of social behaviors. Many cultures promote attitudes different from that of the dominant culture. These attitudes may differ in respect to adults, tasks and other areas. To the untrained teacher, these culturally-related behaviors may be misinterpreted by the teacher. The teacher has to be aware of attitudinal differences that will effect the teaching styles she uses. This awareness should arise out of the teacher's concern for avoiding cultural conflict and confusion in the child.

Teacher Goals

In order to have success in maintaining classroom efficiency, the teacher must first define her expectations and goals. These goals should be developed for the adults as well as for the children. In terms of the children, the teacher should decide beforehand, what behaviors will be considered acceptable. Teacher's opinion

will vary as to what behaviors they consider acceptable or unacceptable. The ultimate decision must be made by the individual teacher based on what she considers good working conditions for herself and the children. Factors essential in obtaining adequate working conditions include classroom arrangements, classroom organization, and development of behavioral management techniques.

It is important, however, to remember that the effective functioning of the classroom depends on both the children and the teacher. Therefore, the rights of each must be considered democratically before final standards are set.

The classroom atmosphere should be one which encourages the development of respect for individual rights. In addition, the atmosphere should provide for the development of a general attitude or knowledge of the proper role of the individual within the larger society. This larger society includes the child's native culture as well as any other culture to which he is exposed.

This attitude is developed first in terms of the child's native culture and later, expanded to include other cultures or sub-cultures. Thus, the child will develop healthy attitudes toward the positive values of all cultures.

CLASSROOM ORGANIZATION

In providing the organization needed in the classroom, its important to consider the physical arrangement of the classroom, the duties of the adults and the establishment of a daily routine. The areas above all affect the harmonious management of the classroom. These areas also effect the degree and quality of socialization that occurs within the classroom setting. Pre-planning of the classroom organization provides a sense of stability for the child. This stability comes from the teacher's consideration for the child's physical and intellectual as well as social needs.

Classroom Arrangement

In order to contribute to good classroom management, the classroom environment has to be arranged for maximum social interaction. The classroom arrangement has been previously discussed as to types of centers and possible arrangement of these centers. This section will deal with the social implications of classroom arrangement.

Space for children is as important as for adults. The child must be given space to work on individual tasks as well as group tasks. The space, if it's for one or two children, should not be confining as to be unappealing to the child. The space for group activities should also have ample room for the interaction that will occur and for the number of children. Insufficient space can lead to pushing, shoving and other undesirable behaviors. These behaviors can be avoided by the teachers carefully planning space allocation.

The pre-planning of the classroom materials can also alleviate possible friction areas. For certain activities, the teacher must carefully plan to be sure there are enough materials and that the materials are easily accessible. The child should not have to wait to begin his assignment until another child finishes using a certain article. This idleness can lead to the child seeking alternative methods of entertainment. The materials should also be arranged so the children do not have to climb over anything or anyone to reach them. This foresightedness can also keep possible squabbles from occuring.

Children, like adults, also need areas where they can have moments of solitude. These areas should be accessible to the child whenever he feels the need of solitude. Many times because of mental stress during the day, the child needs to be alone to compose himself. These areas need to be defined by the teacher and the child should

be allowed to use them when needed. Gradually, as the child learns to cope with the school environment, his need for this area will become less and less.

The classroom should also be arranged to allow for children's small group activities and for large group activities. Tables and chairs should be arranged so that the children participating in the activity are comfortable. An area large enough for occasional class gatherings should be included in the class arrangement.

In summary, the teacher should be able to provide a classroom where every child's social need may be met - whether the need for solitary, small group or large group interaction, if any.

Adults in the Classroom

In planning the classroom organization, the roles of the adults in the classroom must be defined. Every adult, whether a part-time volunteer or a full-time employee, should know what duties are his responsibility. Lack of defined duties can sometimes lead to misunderstanding and confusion on the part of the adults. It's more efficient if everyone knows their role and duties.

These duties can be divided into two categories, shared and assigned. Shared duties are those in which all adults have a responsibility. These usually fall into such responsibilities as cleaning up, roll call, gathering monies, supervision, counseling and others. Assigned duties are usually more instruction and discipline-oriented. Lessons that deal with cognitive development usually are assigned to the more experienced teacher. Lessons that deal with art, music and motor control are usually taught by the less experienced teacher. Sometimes in bilingual classes, lessons are divided according to language proficiency of the individual teacher. The person most capable of presenting a Spanish lesson would be assigned that duty. If discipline needs to be administered during lessons, the assistant is responsible because of the importance of the activity the head teacher is presenting.

Discipline becomes necessary when the child disrupts the group or classroom. The form that this discipline takes is dependent on the behavior displayed and on the discipline procedures utilized in that classroom. Behaviors, such as lack of participation, can usually be ignored so long as the other children do not suffer. Ignoring such behaviors can sometimes illicit the desired behavior without causing undue stress.

The parent should also be counseled by the teacher as to the classroom management techniques to be used. Although points of view may differ as to the handling of child behaviors, an agreement must be reached by all adults concerned. The child must receive consistency in discipline. If certain behaviors are to be ignored, then all adults should consistently ignore these behaviors.

In planning activities for parent volunteers, the teacher should consider the abilities of the individual. Some parents may find it difficult and frustrating to lead lessons requiring reading or pre-planning. These parents, although not capable of carrying through cognitive lessons, have abilities that can prove useful. These abilities may encompass folk-telling, native cooking, crafts and other culturally-related talents. Knowing the strengths of her parental volunteers, the teachers plan lessons with their capabilities in mind. She discusses the lessons beforehand with the parents to be certain they understand the goals and special procedures, if any.

It usually is better to have a parent working with a small number of children in order to avoid behavioral problems. The other teacher meanwhile, is working with the rest of the children, rotating them to the parent at the end of each activity. In this manner, all the children receive the benefit of parent contact while at the same time, not overwhelming the parent with large numbers.

Communication is the key to the organization of adults. The head teacher leads these communications by discussing the classroom procedures with the other adults.

The head teacher should encourage imput from all concerned. The ideas of all should be examined and discussed for their worthiness. The teacher should clarify what procedures must be followed. Explanations sometimes erase possible tension spots.

Establishing a Routine

Establishing a routine is very important to the management of children. Everyone functions under an internal clock that tells you when to work, play, sleep and eat. This can be brought on by lack of rest, a skipped meal or a hurried day. Children can be effected in the same way by constant shifting of their activities. The teacher needs to establish a routine by carefully planning for the needs of the child.

Schedules

This is done by constructing a daily schedule. This schedule not only allows for the children's physical needs, but also for his education needs. This schedule includes all activities for the children from the moment of arrival til their departure.

Time is carefully allotted for the various activities planned for that particular day. This time allotment serves only as a guide to the teacher and does not have to be rigidly adhered to. If the teacher notices the children's involvement in a particular activity that is turning into a great learning experience, then the children should be allowed to complete the activity.

In planning for time, the teacher should also estimate enough to allow children's completion of task. It's frustrating for a child not to have time to complete a given activity. Too much time can also be a problem. Children, because of their short attention spans, cannot concentrate on an assigned task for too long a period.

The cultural attitudes and perceptions of time can differ. Some cultures see time as cyclical, while others view it as a linear continum. For example, the

migratory families tend to view life in terms of a cycle, because of the seasonal and cyclical nature of their work. This in turn, effects the children's attitudes towards time in the classroom. The schedule should also allow for a change of pace in the type of activities. The children should be given a break from activities that require high degrees of concentration; language lessons should be followed by a short time in the block, manipulative or housekeeping areas. The child needs quiet moments that are equally distributed. The classroom that is constantly run at a high rate of activity, results in a tense situation. This could make the children irritable possibly resulting in management problems.

The schedule should also allow for individual/cooperative effort activities. The need for individual and cooperative activities have been previously discussed. This need should be met by the teacher's equal dispersement of both of these types of activities.

Cognitive lessons require a high degree of concentration. These lessons should be presented at the beginning of the children's school day. The children, at this time, are fresh and more likely to be attentive. The adults also may be more likely to be alert and eager to present their lessons.

Transitions

The movement of the children from area to area also have to be regulated by the teacher. The children need to be trained as to acceptable forms of movement. This training needs to be done at the beginning of the year. The sooner the children learn, the less problems that will occur later in the school year. The teacher should allow a few weeks at the beginning for presenting lessons illustrating walking, carrying, utilizing and storing materials.

Transitions occur when a teacher has completed a lesson and is ready to instruct another group. Usually, the class is divided into three groups, two of which are

teacher-directed and one, working independently. If only one teacher is in charge of a classroom, then one group would be teacher-directed and two working independently. The number groups is dependent on the size of the class and the type of children. What works best for the teacher should also be considered.

If two teachers are in the classroom, then a coordination of the transitions should be developed. The length of the lessons should be syncronized as much as possible. One teacher will sometimes have lessons that will require more time than the lesson of the other teacher. When this does occur, the teacher who finishes first must not send children to the teacher who is still involved with another group. Instead, the children could be sent to other areas in the classroom with an understanding that they will soon need to return to another group. In sending children to such areas, the teacher must be explicit in type of activities that can be engaged in the length of time for the activities.

A warning must be given to the children to prepare them for the re-entering into a group lesson. Time should be given for them to put up the materials and to mentally prepare for another lesson. This warning could take the form of the teacher personally approaching the child and asking for his cooperation. This approach is probably the best and most effective. A signal such as a bell, flicking light switch, or clapping hands, could also be used to prepare for group activiites.

BEHAVIOR MODIFICATION

Behavior modification is a complex subject area. This section of the narrative is not designed to give you a complete and full understanding of this science area, but more to acquaint you with some basic principles involved. If you, as a teacher, feel that you would like to utilize some of these principles in your classroom, a bibliography is included at the end of this narrative which goes into detail on this subject.

Behavior modification can best be defined as increasing, extending, restricting, teaching, maintaining and reducing behavior. In the classroom, the teacher encounters certain behaviors which are not conducive to the learning environment. Through the usage of behavior modification techniques, the teacher can learn to effectively change the children's behavior.

In initiating a program of this type, the teacher must start by selecting the goals for the individual. Assess the child, determine what exactly is it that is causing you and the child problems. Select goals which are behavioral and observable; be practical, don't go beyond what the child can actually achieve. The methods by which the teacher can modify behavior are varied. The following section will deal with the different types of reinforcement. Reinforcement is a procedure through which behaviors are increased or maintained.

Reinforcement

The following sentence by Sulzer and Mayer defines positive reinforcement: "Positive reinforcement is the contingent presentation of a stimulus that increases or maintains a response." The contingent stimulus or positive reinforcer may be an object or event.

Reinforcers fall into five basic types:

Primary Reinforcers - Those stimulus who have the effect of maintaining or perpetuating life. Examples: food, water, sex, warmth. (Example: No one will go eat lunch.)

Conditioned Reinforcers - Stimulus object or event through frequent pairing with other primary reinforcers has assumed reinforcing properties. Stimulus Example: smiles, praises, affection. Objectives Example: pennies, trading stamps.

Generalized Reinforcers - When reinforcers of the primary and conditioned type develop the property of reinforcing a wide range of behaviors.

Token Reinforcement - An object that can be exchanged at a later time for another reinforcing item or activity. In the schools, this takes the form of stars, check-marks, or chips which are cashed in for cokes, free time, etc.

Premach Principle - In this method, the unacceptable behaviors are used as rewards. For example, if a child enjoys playing with cards alot, you might tell him he will be allowed to play cards after he does his homework.

Negative Reinforcement

Negative reinforcement is a reinforcement which increases or maintains a behavior through the removal or reduction of a stimulus. Negative reinforcement differs from punishment in that negative reinforcement involves the removal of an aversive stimulus, and punishment involves the persentation of an aversive stimulus.

The case against negative reinforcement is that it has undesirable side effects: for example, agression and avoidance.

This has been a brief outline of the type of procedures that can be utilized in behavior modification change. It is suggested that if the teacher wishes to try some of these methods, that she first read some of the suggested readings:

Beth Sulzer, Roy Mayer, "Behavior Modification Procedures for School Personnel".

Mikulas, William,"Behavior Modification, An Observer".

Thoresen, Carl, Mahoney, Michael,"Behavioral Self-Control".

SUMMARY

In conclusion, the socialization of the children depends on the competence of the teacher: Her proficiency in using time and space and her skill in using a variety of managerial techniques. In knowing how and when and why to employ a given technique, the teacher will lead her students to an understanding of socially acceptable behavior and thereby, to the development of social conscience. Furthermore, by her own example

of socially acceptable behavior, the teacher presents to the child a living picture of the role of the individual within society (as a member of the group) and toward society (as an individual).

FILMSTRIP NARRATIVE

GROUP MANAGEMENT

MODULE #16

VISUALS	NARRATIVE
1. Focus Frame	
2. Texas A&I Frame	Texas A&I University, Child Development Associate Training Materials presents
3. Title Frame	Group Management, Module #16
4. Teacher	Group management techniques assist the teacher in identifying important factors that contribute to an organized classroom.
5. Teacher/students	One of these factors is the social atmosphere of the classroom. It is necessary that everyone cooperate and get along. This goes for adults and children alike.
6. Children (2)	Children should be taught to follow simple directions and obey simple rules both for the sake of safety and for the sake of getting along.
7. Teacher/students	Teachers must take time out to see that children respect each other and treat each other fairly. This can be done by discussing any problems that occur and by teaching good social habits for example sharing, helping, cooperating etc.
8. Children in a center	Another way to encourage good social skills is to group children. Social or random grouping should be done to encourage a cooperative task. It should take into consideration individual personalities, age and task.
9. Children at ock center	These children are working in the block center. Note that the group is small because the children are very young . The assigned task also suits the abilities of the youngsters.
10. Children at table	Another factor to consider in group management is classroom organization. This factor deals with classroom arrangement, duties of the adults and establishment of a daily routine.
11. Boy houskeeping center	Good classroom arrangement allows for social interaction on many levels. Activities are planned for the indivudual child, the small group and the large group.
12. Small group at center	Sufficient space is alloted for the appropriate activity. Insufficient space can lead to pushing, shoving, and other undesirable behaviors.

13.	Equipment	Materials, and equipment should be available when the children are assigned an activity or a center. Waiting can cause problems.
14.	Teacher/students	Assigning tasks and centers is not enough. Teachers must assess the activities to be sure they fit the abilities of the child and are successful.
15.	Two teachers	Adults in the classroom should be positive toward each other. Every adult should know what his duties and responsibilities are. This calls for daily planning.
16.	Mother and child	Volunteers and parents do best with small groups and should only be assigned tasks that they can handle comfortably.
17.	Teacher/children	Any discipline that is used by adults should be consistent. It is confusing for a child to be told one thing by the teacher and another by the aide.
18.	Child sleeping	Establishing a routine is important to the management of children. A routine can be established by following a daily schedule.
19.	Children at manipulative center	Sufficient time should be alloted so that children can complete their tasks without being rushed. Too much time can be a problem. A schedule is only an outline and if something interesting occurs that the teacher would like to do it should definitel be encouraged.
20.	Children dancing	A schedule should alternate between quiet activities and active periods. After sitting and thinking children should be allowed to shake off their wiggles before returning to another quiet period. This alternation of quiet and active periods can eliminate wiggly, noisy listeners.
21.	Teacher/children	To keep good classroom control even transitions (the movement of children from area to area) should be taught and practiced.
22.	Teacher reading story	This teacher is reading a short story to her group while she waits for the other teacher to finish. Songs. poems, fingerplays, discussions or just conversation can keep children occupied.
23.	Teacher/children	An important factor of group managemnt is behavior management. Behavior management must include the personality of the teacher and the needs of the pupils.

24.	Teacher/students	Directions to children should always be stated positively. Instead of saying "don't run" a teacher should say "Please walk".
25.	Teacher	Effort should be made at controlling the tone of voice. A loud screeching voice often encourages similiar loud noises from the children.
26.	Teacher/child	A child's self respect should never be threatened. If a child must be reprimanded he should be told privately. Embarrasing a child may cause him to react stubbornly and aggressively.
27.	Child	Children who use good behavior can be singled out for praise but they should not be obviously compared to the ones who are not using good behavior.
28.	Teacher/child	A good technique to use in dealing with children is behavior modification. Behavior modification attempts to change behavior by using mainly positive reinforcement.
29.	Child	When a child exhibits good behavior he should be praised or rewarded. In this way he will continue to use good behavior. All children want attention and reinforcement and will do whatever they can to get it.
30.	Teacher	If you only pay attention to a child when he misbehaves he may continue to misbehave because he KNOWS it gets him attention. If possible try to ignore misbehavior unless it is disruptive. Find any small way to reinforce good behavior and it will eventually pay off.
31.	Two children	Using positive reinforcement does not necessarily produce immediate results but is well worth the time and effort in the long run. The teacher must be consistent and patient.
32.	Teacher hugging child	Positive reinforcement can be used either verbally or non-verbally. Sometimes a smile, a pat or a nod can tell a child his behavior is good and that you are proud of him.
33.	Teacher/students	Punishment and behavior modification are very different. Punishment stops bad behavior for awhile. Behavior modification tries to change it. Physical punishment should only be used if a child is in danger of hurting himself. It should not be relied on to further a harmonious classroom environment.
34.	Teacher/child	These factors and some of the techniques presented with them will help to bring harmony to each individual and to the group as a whole.

GROUP MANAGEMENT
POST-ASSESSMENT

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. The teacher assesses the children's language abilities.				
2. The teacher assesses the children's abilities in various skills.				
3. The teacher assesses the children's preferred learning styles.				
4. The teacher assesses the success of the activities.				
5. The teacher and teacher assistant's responsibilities appear to be clearly defined for the instructional program.				
6. A positive rapport is exhibited between teacher and teacher assistant.				
7. The teacher assistant is actively engaged in working with the pupils in an instructional capacity (small group or individual basis).				
8. Tutorial arrangements involving parents, pupils and other volunteers appear to be planned and coordinated by the teacher to assist the pupils on a small group or individual basis.				
9. The teacher and assistant teacher plan on a daily basis.				
10. Children are grouped according to ability, language randomly, and by learning style.				
11. Children are grouped in small groups most of the time.				
12. Children are moved in and out of various groups.				
13. Routine classroom duties are shared by children in a systematic manner.				

	Never	Sometimes	Usually	Always
14. There is evidence of a structured, yet flexible schedule in use.				
15. Lesson plans are visible and are followed by the teacher.				
16. There is evidence of total class participation during large group activities.				
17. There is evidence of intra-class groups which vary in size and number and reflect pupil needs.				
18. Children are allowed to lead the class in groups within the class.				
19. The arrangement of furniture promotes flexible groupings.				
20. Learning centers are set up and utilized by the pupils.				
21. Materials in use reflect different levels of difficulty.				
22. A wide variety of teacher-made and store-bought materials are visible and in use.				
23. There is evidence of pre-planning in terms of organization of materials and equipment.				
24. The teacher enforces meaningul classroom rules.				
25. The teacher gives praise when deserved.				
26. The teacher models appropriate behavior.				